DOCUMENT RESUME

ED 092 209 JC 740 201

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TITLE	Training English Teachers for Texas Community Colleges.
INSTITUTION	Texas Univ., Austin. Dept. of English.
PUB DATE	74
NOTE	20p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Community Colleges; *English; Junior Colleges; *Teacher Education; *Teacher Educators
IDENTIFIERS	*English Teachers

ABSTRACT

The authors were commissioned to study the nature of the training programs for two-year college English teachers, the feasibility of establishing such a program at the University of Texas, Austin, and the likelihood of placing graduates of such a program. The essential question of the study was considered to be what the leaders of Texas community colleges want and need in a teacher training program. This document is a report of the results of the study and an answer to the question. (Author/SGM)

ED 092209

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TRAINING ENGLISH TEACHERS FOR TEXAS COMMUNITY COLLEGES

Roland Huff, James Kinneavy, and Charles R. Kline, Jr.

BACKGROUND

In January, 1973, a Texas Senate Interim Committee on Public Junior Colleges published a significant study, The Open Door, Or the Revolving Door: Which Way Texas? One of the most important findings of the study was the almost total absence in Texas of programs specifically designed to prepare teachers for the junior college--in almost every subject area.[1] The report recommended that the legislature fund programs, workshops, and institutes for training junior college teachers, particularly those oriented to preparing teachers to work with disadvantaged students.[2]

Under the joint sponsorship of the Dean of College of Humanities and the Department of English, The University of Texas at Austin, the authors were commissioned to study the nature of the training programs for two-year college English teachers, the feasibility of establishing such a program at UT-Austin, and the likelihood of placing graduates of such a program. The authors began the study in the summer of 1973, and they realized that one question was essential: What did the leaders in the Community colleges of the state want and need in a teacher training program?

To answer this question, a series of regional conferences with the chairpersons of the community college English departments was planned.

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Seven regional meetings with community college English department chairpersons were held in Texas City, Kilgore, El Paso, Amarillo, Corpus Christi, and Austin.* After these regional conferences, a statewide conference was held in Austin to study the preliminary results.

The dates and a list of the institutions participating in the regional conferences is included in Appendix 1. In all, some 41 junior colleges of the state participated at these regional conferences, often sending several representatives. It might be added that the meetings were held on Friday afternoons, sometimes under difficult weather conditions. The response, the hospitality, and the enthusiasm of the junior colleges at these meetings significantly indicated their concern with the establishment of adequate teacher training programs for two-year college teachers.

In addition to these conferences, the authors took active parts in the Southwest Regional Conference on English in the Two Year College, the Conference on College Teachers of English and several workshops with community colleges at various sites throughout the state in the winter and the spring months. They also attended this year's Conference on College Composition and Communication in Anaheim, California. As a result of all of these various meetings, the authors have contacted over 50 of the 60 junior college chairpersons or their representatives throughout the state. Further, the authors discussed the findings embodied in this report with various national spokesmen for

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*In many respects this report is a correlation of the practical research done in the field by various participants in the regional and state conferences. The authors wish to thank the same seventy plus persons with whom they conferenced at the various meetings.

the junior colleges and found general corroboration and acceptance of the ideas.

NATIONAL AND STATE OVERVIEW

Junior College Growth. Nationally, this is a period of stabilization for the junior college, rather than a period of expansion, just as it is for the senior colleges and the universities. In a few places, such as Miami-Dade in Florida, there has been a significant drop in enrollments at community colleges.

In Texas, however, this is not the case. For whatever the reason, Texas junior colleges generally are still in a period of growth. In Dallas, for example, two new junior colleges will be opened in the next two years. In Fort Worth, a new junior college is being opened this fall. In Austin, the newly opened junior college is expected to double or triple its present enrollment in the next year or so. In Houston, Houston Community College, in its first year of operation, enrolled 20,000 students.

In Texas there is an urgent need for properly trained junior college teachers. Almost without exception, the hiring officials of these institutions express a distrust of traditional English graduate degree programs, with their bias toward literary research and specialization. Everyone recognizes the need for special training programs--no one at any meeting disagreed with this point.

State and National Programs. In Texas there are presently four graduate programs which specialize to a greater or lesser extent in preparing teachers for the two year college. Sam Houston State has a 54-hour graduate program designed to prepare Junior College teachers in eleven areas, one of which is English. It seems to be a successful

program; our committee members interviewed several graduates of the program and they seemed highly enthusiastic (for a description of the program see Appendix II). Unfortunately, the federal monies which supported the program are being withdrawn and the program is endangered. Texas A&M has a small program in this area, and probably the largest program in the state is at East Texas State in Commerce. Mr. Fred Tarpley's East Texas State program is summarized in Appendix III. A different concept, more an in-service than a pre-service program, is that embodied in the Graduate Career Development Center for Community College Personnel in the Dallas-Fort Worth area. A consortium of junior colleges in that area has agreed to work with UT-Arlington, North Texas State, and East Texas State to provide courses, workshops, and the like for the area junior colleges. This program, with offices at UT-Arlington, is just getting underway.*

Nationally there have been many programs started for training the two year college English teacher. Some of these programs have been "instant programs," thinly disguised attempts to place graduate students unsuccessful in finding jobs at "more prestigious" four year institutions. In Michigan, the junior colleges joined together and boycotted all but two of these new programs (one of these accepted programs, Central Michigan's can be seen in Appendix IV).

Some of the programs which seem to have established good reputations are those at Illinois State (Mr. Fred Kroeger, who organized it, spoke at

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*Three other graduate programs designed to prepare teachers for the two year college are in various stages of development at Texas A&I in Corpus Christi, Texas Tech, and the University of Texas at Austin.

the University of Texas-Austin spring conference); the University of Illinois, Chicago Campus; City College of New York; and Central Michigan (for description of these programs, see Appendices V and VI). Possibly the most established of all such programs is that at Iowa. Mr. Clark, who directs the program presently, spoke at the U.T. Austin spring conference (for description of the Iowa program, see Appendix VII). The authors have talked with the directors of all but one of these programs.

REVIEW OF NATIONAL TRENDS IN JUNIOR COLLEGE TRAINING PROGRAMS

Several national studies have been made of what a graduate program designed to prepare two year college teachers should include. The so-called "Tempe Report"[3] in 1965, the 1965 Weingarten and Kroeger survey of 239 junior colleges and resultant study[4], and especially the 1969 survey of 3,000 questionnaires from 263 junior colleges[5] are the three most prominent. In this last survey, asked to select five things most needed to improve instruction, at least 25% of the teachers responding checked the items presented in figure I.

As a result of these three earlier studies, the College Composition and Communication Executive Committee authorized the development of a set of guidelines for junior college English teacher training programs. They were eventually adopted and appeared in the October, 1971, issue of College Composition and Communication, pp. 303-313.

FIGURE I: AREAS OF PREPARATION MOST NEEDED
(WORTHEN & SHUGRUE, 1969)

Item	Percentage of Responses Listing Item Most Needed
Techniques of teaching composition	71
Variety in teaching techniques	46
Defining and measuring relevant course objectives	43
Breadth in related academic subjects, such as history, sociology, political science, philosophy	41
Knowledge of how to teach reading as a basic skill (as contrasted to teaching critical reading or understanding literature)	37
Characteristics of junior college students	31
Psychology of interpersonal relations	28
Knowledge of psychological learning theory	26
Courses in literature	25
Curriculum development and articulation	25

These guidelines have generally served as the basis for most of the recently established programs throughout the country. The items listed immediately above appear on p. 2 of the guidelines and are to be interpreted as the sort of training which a typical junior college teacher with a traditional M.A. in English might want as a supplement.

CORRELATION OF NATIONAL AND LOCAL CONCERNS

To check the applicability of these national criteria to the local Texas situation, the authors asked the representatives at the regional conferences what they thought of the national guidelines. The overwhelming majority heavily endorsed them.

A more detailed reading of the local situation is reflected in Figure II given on the following page. The figure attempts to reproduce the frequency with which a particular item was actually discussed

FIGURE II: ITEMS DISCUSSED AT THE SEVEN REGIONAL CONFERENCES

	Texas City	Mt. View (Dallas)	Kilgore	El Paso & Odessa	Amarillo	Corpus Christi	Austin	TOTAL
Teaching Rhetoric and Composition	x	x	x	x	x	x	x	7
Reading Skills	x	x	x	x	x	x	x	7
Communication Approach and Skills		x	x	x	x	x	x	6
Media & Use of Media in Teaching		x	x	x	x	x	x	6
Business English	x	x	x		x	x	x	6
Characteristics of Junior College & JC students	x	x	x	x	x		x	6
Interpersonal Relations		x	x	x	x	x		5
Broad Interdisciplinary Training		x		x	x	x	x	5
Speech Courses		x	x	x		x	x	5
Education Courses	x	x	x	No, x			x	5
M.A. plus program		x	x	x			x	4
Technical Writing		x	x			x	x	4
ESL, EFL		x		x		x	x	4
Curriculum Development & Research	x	x		x		x		4
Flexibility in Teacher in JC		x	x	x	x			4
Internship required		x	x		x	x		4
Teaching Techniques		x	x	x			x	4
Course Objectives			x	x		x		3
Affective Domain		x		x		x		3
Dialectology		x				x	x	3
Literature	x			x			x	3
Diagnostic Testing	x	x					x	3
Grading Techniques	x	x			x			3
Sociology of Minorities		x		x			x	3
Learning Theory		x		x		x		3
Logic			x		x			2
Counseling	x						x	2
Linguistics		No		x	No	No	x	2

Note: An "x" indicates discussion by more than one participant or discussion by one or more participants of at least five minutes. A "No" indicates at least one participant responded to an item with "Definitely Not."

in the seven regional conferences. The items are listed in order of descending frequency. Obviously, many of the participants at the meetings would favor some of the topics not discussed at their particular meeting.

If one compares the national and local concerns reflected in figures I and II, it is obvious that most of the local concerns reflect national concerns. However, a few concerns seem to be particular to Texas or the Southwest. The concern with the sociology of minority groups and dialectology seems regional. The distrust of linguistics (i.e., transformational grammar) seems not to reflect a national concern.

Figure II simply reflects the frequency with which items were discussed and not the actual time spent in discussion. And the local concern with composition and rhetoric (which reflects the national concern) was, in fact, in every conference the primary topic of conversation. The authors were surprised at the emphasis placed by the junior college teachers upon their lack of preparation in teaching composition. Mr. Kinneavy asked why such an emphasis was so inordinate in the discussion at Corpus Christi. In response, Ms. Aileen Creighton, chairperson of the Del Mar English Department, gave the following figures for enrollment in their English courses (see Figure III). In the chart, the courses have the following meanings: 601a is the normal course in freshman composition; 302 is the remedial composition course; 606 is the developmental course in composition, given to those who do not qualify for the 302 remedial course.

FIGURE III: ENROLLMENTS IN FRESHMAN ENGLISH COURSES AT DEL MAR JUNIOR COLLEGE, CORPUS CHRISTI

	601a	302	606	Total
1973	1267	435	156	1858
1972	1118	385	168	1671
1971	1186	440	144	1770
1970	1346	347	79	1772

By contrast only about one-third of these numbers enrolled in sophmore literature courses. In effect, the junior college is concerned with composition courses about three times as much as it is with literature courses.

Individual items which did not recur from meeting to meeting were often interesting. There was a strong concern with values, personal and social, at the Mountain View meeting. Self-expression of the student was a predominant concern at the Mountain View and Corpus Christi meetings, although it was implicit in many other discussions. Training for handling the writing laboratory was a strong issue at one conference. Again and again various teachers expressed an interest in quite specific types of literature courses: mythology, the Bible as literature, science fiction, the film as literature, Chaucer, etc.

In conclusion, it might be reemphasized that the presence or absence of specific items at the various conferences does not necessarily reflect local concerns in a statistical manner. The discussions were all quite open, free-wheeling and unstructured. In consequence, some topics of major importance were simply bypassed. Nonetheless, the recurrent themes seem important. Certainly, everyone agreed that our traditional

English teacher training programs did not adequately prepare the prospective junior college teacher for the realities of teaching in the two year college environment.

References

1. Texas Senate Interim Committee on Public Junior Colleges, The Open Door, Or the Revolving Door: Which Way Texas?, p. 17.

2. Ibid.,pp. viii, 17,21,27-28.

3. Jerome W. Archer and Wilfred A. Ferrell, Research and the Development of English Programs in the Junior College (Bloomington,Ill.: National Council of Teachers of English, 1965).

4. Samuel Weingarten and Frederick P. Kroeger, English in the Two-Year College (Bloomington, Ill.: National Council of Teachers of English, 1965).

5. Richard J. Worthen and Michael Shugrue, The Focus Report on the National Study of English in the Junior College (Bloomington, Ill.: ERIC, 1969).

APPENDIX I

CHRONOLOGICAL SEQUENCE OF RESEARCH

Jan., 1973 Texas State Legislature Publication: The Open Door or the Revolving Door.

Apr. 5-7, 1973 CCCC in New Orleans.

Oct. 4-5, 1973 Southwest Regional Conference on English in the Two Year College, Dallas.

Oct. 19, 1973 Regional Conference at College of the Mainland, Texas City (Institutions: Mainland, Northeast Harris, Alvin, Galveston, Houston, Lee, Wharton, Brazosport, San Jacinto, Sam Houston). Mr. Kline chaired the meeting.

Oct. 26, 1973 Regional Conference at Mountain View, Dallas. (Institutions: Mountain View, Ranger, Tarrant County South, El Centro, Weatherford, Henderson, Cooke, Eastfield, McLennan). Mr. Kinneavy chaired the conference.

Nov. 2, 1973 Regional Conference at Kilgore. (Institutions: Jacksonville, Panola, Henderson, Texarkana, Tyler, Angelina). Mr. Huff chaired the conference.

Nov., 1973 Regional Conference at El Paso (Institutions: El Paso, UTEP). Mr. Boley chaired the conference.

Nov. 9, 1973 Regional Conference at Amarillo. (Institutions: Amarillo, Vernon). Mr. Kinneavy chaired the conference.

Nov. 16, 1973 Regional Conference at Corpus Christi. (Institutions: Del Mar, Beeville). Mr. Kinneavy chaired the conference.

Feb. 1, 1974 Regional Conference at Austin. (Institutions: Austin, San Antonio, Temple, Southwest Texas, St. Philip's, Central Texas, Blinn-by correspondence). Mr. Huff, Mr. Kinneavy, Mr. Kline presided.

Mar. 1, 1974 Conference on College Teachers of English, Dallas.

Apr. 4-6, 1974 CCCC at Anaheim. Mr. Kinneavy, Mr. Kline attended JC sections.

Apr. 19, 1974 Statewide Meet of JC Chairpersons at Austin. Mr. Huff, Mr. Kinneavy, Mr. Kline served as program hosts.

APPENDIX II

SAM HOUSTON STATE UNIVERSITY
COMMUNITY JUNIOR COLLEGE GRADUATE PROGRAM

The U.S. Department of Health, Education, and Welfare has awarded Sam Houston State University with fellowship support in a specialized grant program designed to prepare community junior college teachers in the following fields:

Biology	English
Physics	Government
Mathematics	History
Business Administration	

This is a 54-hour Master's degree program which includes 30 hours of coursework and a 6-hour thesis in the major field (except for the Master of Business Administration degree which requires 36 hours of coursework in the major field in lieu of a thesis), 6 hours of internship experience, and 12 hours of specialized courses in Community Junior College Education. Upon completion of this program, the student would be awarded the Master of Arts, the Master of Science, or the Master of Business Administration degree.

Prospective applicants should take note of the fact that the internship experience which is scheduled for the fall semester of the second year requires the student to teach for a full semester on the campus of a cooperating junior college. In order to fulfill this requirement it may become necessary for the student to relocate for that semester.

Stipends:

First 12 months (September 1972-August 1973): $250 per month plus a 12-month allowance of $500 for each dependent.

Last 9 months (September 1973-May 1974): $267 per month plus a 9-month allowance of $375 for each dependent.

All fees and tuition are paid for those in the program.

APPENDIX III

EAST TEXAS STATE UNIVERSITY 60-HOUR POST-MASTER'S PROGRAM IN THE COLLEGE TEACHING OF ENGLISH

With the increased pressure on junior and senior colleges to employ faculty with at least 60 semester hours of graduate study, East Texas State University offers a 60-hour program in English for those who do not wish to earn the doctorate. Completion of this program is officially indicated on the student's transcript.

In addition to university requirements the student completes:

1. An M.A. in English--plus 30 semester hours of additional graduate course work.
2. Of these, 18 semester hours and the M.A. thesis must be in one field of concentration: British, American, or Comparative Literature; Language and Linguistics; or Genre Study.
3. 30 additional semester hours must be in other English fields or in cognate subjects; and in English Education.
4. 6 semester hours must be from the College of Education.
5. A comprehensive examination at the end of course work.

APPENDIX IV

Central Michigan University
Training Program for Preparing
Two-Year College English Teachers

I. Traditional requirements (15 semester hours)

Seminars and traditional courses in English with a course in language and linguistics strongly recommended.

It is recommended that students elect courses in American Literature, contemporary American and British literature, children's literature, comparative literature language and linguistics, and composition and rhetoric.

Examples of the kinds of courses that would be acceptable on the program are listed below. However, these represent only a portion of the Department's offerings and students are not restricted to these courses.

In the area of compostion and rhetoric the Department offers courses in Classical and Modern Rhetoric, a graduate level composition, a seminar in argumentation and exposition, a survey of the research in composition and the relationship of English to media discourse, as well as an advanced methods course in the problems of teaching English. In the area of language and linguistics students may elect from courses in Modern linguistic theory, an advanced seminar in English linguistics and a methods course in teaching English to speakers of other languages. In the area of literature students may select from seminars in major American, British and world writers, courses in contemporary poetry, the English classics, and children's literature, and advanced seminars in English, American, world and children's literature.

II. Professional requirements (12 semester hours)

A. English 519, Teaching of Composition (3 semester hours)

The purpose of this course is to train students in the teaching of composition, which will comprise at least fifty percent of their teaching load in the community college. Emphasis is placed on the various approaches and levels of the teaching of writing from work with basic literacy to technical writing to composition for transfer students. Attention is given to techniques of paper evaluation and the use of individual conference time with composition students of various levels. Various methods of teaching composition, pre-writing strategies and a review of current research in composition are also a part of this course. The student will be confronted with the systems approach to instruction and trained in the writing of behavioral objectives. The opportunity to develop multi-media materials for the teaching of all communication courses will be provided.

B. English 572, Dialects of American English (3 semester hours)

The purpose of this course is to study in depth the problems related

to social and minority dialects--Black English, Chicano and Puerto Rican Spanish--as they relate to "accepted" American English. Students will discuss some of the attitudes and myths about dialects, debate the problem of dialects and bilingualism, and learn the methods of dialect research. The course will focus upon the pedagogical implications of linguistic orientation as will as its implications for general and non-verbal communication.

C. Internship: English 719, Teaching Internship in a Two-Year College (6 semester hours)

Fundamental to the internship is the experience of total immersion in the community college. The intern leaves the university community and enters the community of the two-year college where he has full responsibility for at least one class and for which he receives remuneration. In essence, he becomes a part-time instructor in the community college, an approach to the apprenticeship that differs radically from practice teaching. However, unlike the part-time instructor, the intern's semester in the community college is designed to be a rich educational experience. The intern will be assigned to a master teacher who will assume the responsibility, in cooperation with the director of the program, for planning this experience for the intern.

III. Cognate requirements (9 semester hours)

A. Secondary Education 655, The Community College (3 semester hours)

The purpose of this course is to introduce students to the concept of the two-year college. The student will engage in a seminar in which he will read and discuss the history, the sociology, the purposes and responsibility of the community college. Special attention will be given to the nature of the community college student and what this implies for the teaching of English in the two-year college. Visitations and observations of English classes in near-by community colleges will be a vital part of the program. This course is seen as the core of the professional training since it will provide the context and orientation for all the other professional courses. Thus, it should be taken in the student's first term of graduate work.

B. Secondary Education 544, Analysis of Reading Problems (3 semester hours)

The objective of this course is to provide practical experience in the diagnosis and treatment of individual reading problems. Students will have the opportunity to make a detailed and individual analysis and recommend treatment for a college student with a reading handicap. In the course the student will explore some of the causes of reading disabilities, attempt to define reading disabilities, learn to determine reading levels and to understand the meaning of reading expectancy. He will study the role of the psycolinguistic abilities of perception, visual memory, auditory perception and attention span in reading. He will be introduced to the nature of diagnosis, the general principles of individual diagnosis and diagnostic interpretation. He will study diagnostic instruments to evaluate visual perception, visual memory, learn-

ing rate, auditory perception, attention span, reading comprehension, reading rate and vocabulary development. He will have the opportunity to construct, use and interpret informal reading inventories. The course will culminate in the writing of a case study which includes the construction of a student profile based on test results. He will then develop an individual reading plan to meet the needs of students as shown in the diagnosis.

C. An elective in psychology, sociology, or history (3 semester hours)

It is recommended that students elect courses such as the sociology of urban areas, sociology of cultural minorities, learning theory, personality theory, small group motivation, Black history, Mexican history, etc.

APPENDIX V

University of Illinois--Chicago Campus

COMMUNITY COLLEGE TEACHING PROGRAM: OPTION B

(33 hours including a minimum of 18 in English)

This program is only one of several options available to prospective community college teachers, and like all our other master's programs, this program assumes a sound undergraduate English major. It is both restrictive and flexible in that beyond the required courses almost any combination of suggested courses may be made.

Required English Courses:

Eng.	392	Modern Theories of Rhetoric	3 hrs.	
Eng.	395	Problems in Teaching English	3 hrs.	18 hrs.
Eng.	341	Descriptive Linguistics	3 hrs.	
Nine additional hours in English at the 400 level			9 hrs.	

Required Complementary Courses:

H.Ed.	472	The Community College	3 hrs.	
Eng.	491	Internship	3 hrs.	9 hrs.
Soc.	369	Psychology & Sociology of Community College	3 hrs.	
	---	Psychology of language	3 hrs.	

Suggested:

Ed.	303	Practicum in Reading	3 hrs.	
Ed.	405	Psychology of Teaching Reading	3 hrs.	
Ed.	308	Teaching Adults to Read	3 hrs.	6 hrs.
Inst. Med.	435	Instructional System Developmt.	3 hrs.	
Inst. Med.	337	Programmed Learning	3 hrs.	
Sp.Comm.	301, 302, 360, 423 each		3 hrs.	

33 hrs.

APPENDIX VI

The City College of New York

MASTER'S DEGREE IN THE TEACHING OF COLLEGE ENGLISH

. . . . . .

Designed for (1) Those who plan to go into junior or community college teaching.
(2) Those who plan to continue with a Ph.D. or Doctorate of Arts degree for junior or senior college teaching.

Description of the Program:

9 credits of Pedagogy (all under a master teacher)	1750	Introduction to the teaching of of Basic Writing and Literature courses.
	1751	Work in the Writing Center as a tutor.
	1752	Designing of a Basic Writing course.
9 credits of Linguistics	1760	English syntax
	1761	Social Dialects
	1762	Semantics
6 credits of American Studies	1773-1774	Readings in American Literature against their social, political, and historical backgrounds
15 credits	(a)	In Literature (for the student planning to continue with the traditional Ph.D.)
	(b)	In Humanistic Studies (for the student who wishes to pursue individually tailored interdisciplinary programs)

Total: 13 courses for 39 credits

Some Exceptional Features:

Small classes and tutorial work
Actual teaching of college students
Special handling of special needs -- each student will have an advisor
Job possibilities within the New York City and other urban areas

Costs $45/individual credit; or $450/15 credits per semester

Financial Aid: Tuition waivers
Some limited number of grants and fellowships

APPENDIX VII

The University of Iowa Program

This program is designed specifically for the person with a strong undergraduate major in English who wishes to prepare himself to teach in a two-year college. Upon successful completion of the program, the student will receive the degrees of Master of Arts in English, and of Specialist in Education. Both are nonthesis degrees, but a research paper is required for the ED.S.

PROGRAM OF STUDY

(A student with strong undergraduate preparation comparable to any of the courses listed below may, in consultation with the director of the program, substitute other appropriate courses.)

Courses	Semester Hours
Electives in areas of the student's choice	7-10
Introduction to Linguistics	3
Literature:	
Studies in Genre: Fiction (or Poetry or Drama)	3
Electives	12
Writing:	
Advanced Expository Writing	3
Colloquium: Teaching Freshman Composition	3
Professional Courses:	
Introduction to Junior College Teaching	1
Teaching in a Writing Laboratory	2
Teaching in a Reading Laboratory	2
The Community College	3
Problems of Adult Learning	2
Seminar: English in the Two-Year College	2
Colloquium: English in the Two-Year College	2
Intern Seminar	Arr.
One-Semester Teaching Internship at a Two-Year College	9
Educational Specialist Research Project	3
Total	60

Prior to the semester of Teaching Internship, each student will make a number of special preparations for that semester's work. He will be able to earn up to six hours of credit for these preparations if he chooses.

For the semester of the Teaching Internship, the student will teach a half-time load and will be paid a one-quarter-time salary by the two-year college in which he interns.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 19 1974

CLEARINGHOUSE FOR
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